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By- Butcher, G. Dale
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Opinions of 108 administrative supervisors of vocational department heads were obtained to provide implications for training of vocational supervisors. Responses were obtained from 27 administrators in each of four types of schools technical institutes, comprehensive high schools, vocational high schools, and junior colleges. The most important characteristic of technical institute supervisors was found to be technical knowledge, while vocational education background was most important in the other three types of schools. Characteristics ranked high by all types of schools were vocational education background, general education background, technical knowledge, student-centered approach, and an understanding of basic principles of learning. There was more agreement in what was unimportant in supervisor characteristics than what was important. Recommendations for future studies of this type included (1) careful selection of listed characteristics, (2) using an open-end type questionnaire, (3) careful selection of persons supplying the list of characteristics or ranking the list so that they are representative of the types of schools, (4) using an analysis of variance method in analyzing data, and (5) extension of research to identify effective supervisor characteristics. (DM)

Department of Vocational Education

Research Report

Colorado State University

Fort Collins

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DESIRABLE CHARACTERISTICS OF VOCATIONAL DEPARTMENT HEADS AS SEEN BY SENIOR ADMINISTRATORS.

G. DALE GUTCHER
RESEARCH COORDINATING UNIT

JULY 1968

Preface

Identification of the characteristics desirable in vocational-technical administrators has implications for institutions responsible for providing the training needed by these people. The desire to identify some of these characteristics prompted this study.

I would like to acknowledge and express my appreciation for the assistance and support provided by the following:

Dr. Milton E. Larson, Professor of Vocational Education, Colorado State University, Fort Collins, Colorado.

Dr. Duane Blake, Head, Department of Vocational Education, Colorado State University, Fort Collins, Colorado.

Dr. Douglas Sjogren, Director, Research Coordinating Unit, Colorado State University, Fort Collins, Colorado.

Those persons that helped in the revision of the questionnaire, and the persons who were good enough to respond to the questionnaire.

--G. Dale Gutcher

Table of Contents

Chapter		Page
I.	Introduction	1
	Statement of the Problem	3
	Delimitations and Assumptions	3
	Definitions	5
	Department Head	5
	Technical Education	6
	Vocational Education	6
	Desirable Characteristics	7
	Senior Administrators	7
II.	Review of Literature	8
III.	Procedure	13
IV.	Results and Discussion	17
V.	Recommendations	30
Bibliography		33
Appendix		36

Chapter I

Introduction

The revelation of the plight of thousands of young people leaving high school without the benefit of some salable skill has helped to provide this country with the latest step forward for occupational education--the 1963 Vocational Education Act. The funds provided by this legislation have made it possible for educational systems throughout the country to expand existing vocational education facilities and to initiate new, more extensive facilities that encompass broader areas of instruction as well as to include new program areas.

As in any business where expansion is taking place, staffing problems become an acute concern of those responsible for the effective funtioning of the expanded enterprise. In a field that has never experienced an over-abundance of fully trained and experienced personnel, the need for staff to fill the newly created positions is keenly felt.

Recruitment of both teachers and administrators with the necessary qualities into the field of education has been a problem of administrators and teacher trainers

for many years. It is fairly common knowledge that industry can, and does, bid competitively for the person with those qualities and characteristics that are needed in education. Whether this desirability stems from the individual characteristics or from the competencies possessed by the person, it would certainly be of value to teacher training institutions if these were identified.

It is the function of some educational institutions to provide persons with the education and training that they will need as administrators of vocational programs. The direction of this instruction and training can be more clearly determined if there is knowledge of what individual characteristics are most desirable.

Quality leadership and administration is needed in vocational education. As the Panel of Consultants has stated in its report to the President (7:162):

> The leadership of vocational education will determine both its quality and effectiveness. In a rapidly changing world this leadership must be dynamic and forward looking, able to adapt its thinking to the constatly changing situation which it faces. Capable leadership is always in short supply, expecially in the newer fields.

Statement of the Problem

There is the need for teacher training institutions to expend more effort in the direction of administrative training. It seemed that these institutions might profit by knowing the opinions of some senior administrators in regard to the desirability of certain characteristics in vocational department heads.

The problem therefore was: (1) to obtain from persons responsible for personnel selection, their opinion as to what characteristics are desirable in the department heads, and (2) to determine the existence, if any, of a pattern of preference.

Delimitations and Assumptions

A preliminary study conducted in the Fall of 1967 arbitrarily selected for study those institutions which have curricula accredited by the Engineering Council for Professional Development. The small number of returned questionnaires from these institutions prompted an attempt to obtain nearly an equal number of returns from the additional schools contacted for this study. Because of this, there was no attempt made to contact

a large number of schools. The schools contacted were:

Technical Institutes (with curricula accredited by the ECPD).

Comprehensive High Schools.

Vocational High Schools.

Junior Colleges.

Limitations inherent in the study necessarily restrict the interpretations that can be made with respect to the data obtained. The responses reflect only the opinions of the respondents as to what they, as individuals, feel are desirable characteristics. They should not be considered determinants for success as a department head, nor should they be considered necessary for obtaining the position. It might be possible to say, however, that these senior administrators have an intuitive feeling that these are important characteristics, since they did indicate an order of desirability.

Also, the supplied listing of characteristics limited the possible selection. Other characteristics may be relevant in the opinion of some senior administrators, but since they were not listed there was no possibility of them being ranked.

The position of department head was chosen for study because of his intermediate status in the educational hierarchy. It is assumed that some of the teachers of vocational programs ascend to this position. Further consideration prompted the assumption that many persons in higher administrative positions stepped up from this rank. Therefore, the department head would reflect, to a limited extent, those qualities or characteristics that might be possessed by persons both below and above this administrative level.

Definitions

Department head

The department head is thought of as that person having direct responsibility to the division director or person in charge of policy formulation. On the other hand, he interprets this policy, relays it to the teacher, sees to its enactment, and relays teacher opinion to the division director. This is not a complete statement of his responsibilities, since they are possibly a conbination of administration and supervision, and sometimes teaching, but it is considered a position of

leadership and this indicates the position with respect to the other educational jobs.

Technical education

Technical education is perceived as that type of education that goes beyond the traditional vocational education in the respect that the technical knowledge and the theoretical information required, more closely approximates that of the engineer than it does the craftsman. That is, there is a greater proportion of "know what" than there is of "know how". In many respects technical education retains a great deal of similarity to the vocational programs because the purpose is to provide training for employment, and federal reimbursement is offered to those programs that qualify. Not all programs concern themselves with reimbursement, since they do not consider themselves as being "less than college grade", however, many of the interpretations in this study utilize the term *vocational-technical* as an inclusive term.

Vocational education

Vocational education is considered to be that type of education that prepares people for entrance

into an occupation. It is also an educational program that is reimbursed by the Federal government under any or all of the legislative acts that make provisions for this.

Desirable characteristics

In this study, the term characteristics is used to include the traits, features and qualities considered desirable in a department head. These would include professional training and capabilities, experiences, physical and personal qualities, and information and knowledge that has been acquired.

Desirable characteristics then, are those that, in the opinion of senior administrators, should be taken into consideration when considering an applicant for a position.

Senior administrators

Administrative positions assume levels according to delegated authority. In this study, senior administrators are in the upper levels of authority, the duties of which include decision and policy making, personnel selection, and personnel hiring.

Chapter II

Review of Literature

A diligent search of the available literature has failed to disclose any articles that deal with the problem directly. Some writing has been done, however, that touches upon the problem lightly and very indirectly.

Some studies pertaining to teaching, have defined the important characteristics of teachers of general education and vocational-technical education fairly well. One of the most comprehensive of these studies was conducted by John P. Walsh (9). In his study, he asked more than 500 successful teachers of trade and industrial education subjects to rank 107 competencies of trade and industrial education teachers. The three competencies that were ranked as "most important" were concerned more with the ability of the teacher to perform in a certain way, than they were concerned with the knowledge or information that he might possess. Performance that affected the behavior of the student and influenced him to react favorably toward his work and his education occupied the first three positions of rank.

A study conducted by Carl J. Schaefer (6) confirmed, to some extent, that teacher abilities to motivate students is of primary importance. This particular study was instigated by the creation of a department of vocational-technical education at Rutgers--The State University, and the desire to provide meaningful training for teachers.

Admittedly, these studies deal with the characteristics of teachers, however, the panel of Consultants (7:162) has stated:

> Persons occupying positions of leadership should have had teaching experience in vocational education in addition to appropriate professional education for the job.

In view of this statement, the studies take on a greater amount of relevance to the problem of determining department head characteristics.

Grant Venn (8) said that one of the greatest handicaps to the improvement and expansion of vocational and technical education is the desperate shortage of qualified teachers and administrators. In discussing the methods for providing teacher training, he suggests that similar attention be given to programs to develop leadership and imaginative administration within vocational and technical education.

In discussing the administration of vocational education, Wright and Allen (11) said that the function of administration can be broadly stated as: (1) general administration, (2) management of personnel, and (3) making program improvement and operation possible. They also stated that the administrator must possess information, appreciation, and doing abilities in order to be properly equiped to perform his functions.

Hettinger (2:94) said that, "The administrative objective of any educational institution should be the performance of executive and operational duties so that the educational objectives of the institution may be effectively achieved".

In another work (10) it was suggested that required administrative qualifications may be grouped under these three general headings: (1) Information necessary for proper functioning as an administrator, (2) Professional abilities needed as an administrator, and (3) Desirable personal characteristics.

In an article (5) concerning leadership training, it was suggested that an on-the-job internship would provide actual experiences for the trainees that had not been obtained previously. In addition, it was

suggested that the following knowledge and experience be provided: occupational analysis and curriculum development; vocational education concepts; facility planning; financial management; and laws and policies of vocational education.

In an article by London (3), it was stated that leaders should have work experience and teaching experience in addition to favorable attitudes toward vocational education.

One study (4) attempted to assess the knowledge required of vocational education leaders by obtaining the opinions of their education leaders. It was determined that knowledge of economics, guidance, psychology, sociology, labor and management, facility planning, and training were required.

An inspection of the literature that has been summarized above, reveals that the last three are the only ones that have tried to delineate the characteristics of administrators.

One characteristic that seems to be commonly specified is that the administrator should have, in some way, a knowledge of vocational education. This knowledge seems to be a fairly general requirement for teachers too, which should not be surprising. While

teachers need domonstration skills, and abilities which influence students, the administrative requirements placed greater emphasis on planning abilities and capacity for leadership. Other commonalities that exist might be rationalized by considering that administrators are no less in the field of education than are teachers and what would be good for one is good for the other. If this approach is considered at all, it should be with some reservation. Characteristics of good teachers are not necessarily contained within those of administrators since the functions differ, and the administrator may never have had teaching experience. On the other hand, these limitations do not preclude the possibility of identical qualities being possessed by both.

Chapter III

Procedure

The initial planning stages of this study prompted considerable attention to the development of an instrument that could be used effectively to gather the data desired. Wright and Allen (10) had suggested the broad headings listed previously, and these were generalized into the categories of: (1) Professional characteristics, (2) Experience and Ability characteristics, and (3) General Personal characteristics. Brevity was also considered important, so the specific characteristics listed in each category were limited to ten each. Each of the selected characteristics was thought to be related in some way to the category in which it was placed. Selection was also made because of differentiation between characteristics within each category, and some intentional over-lap between categories.

The original questionnaire was distributed to persons within the Department of Vocational Education at Colorado State University. They were requested to evaluate it in terms of clarity of instructions, ease of marking, format, and general content. Suggestions for revision were evaluated, and where feasible were

incorporated into the final form which appears in the Appendix.

The names of the senior administrators and the addresses of thirty-six of the institutions having curricula accredited by the ECPD were obtained from *The Journal of Engineering Education, November, 1966.* The revised forms were mailed to each of these institutions along with a letter of explanation (see Appendix).

Because of the relatively small number of these institutions included in the original mailing, there was some concern for obtaining a high return. As a result of this concern, a follow-up letter was mailed to those institutions that had not responded within a month, asking that they complete the form (see Appendix).

Instructions accompanying each questionnaire asked that the persons responsible for selection of personnel, rank the characteristics in each category according to their opinion of the importance of that characteristic. Finally, they were asked to consider all thirty characteristics, and list the three they considered the most important and the least important.

A total of twenty seven (75%) of the questionnaires were returned for use in the study.

The names of the States which were represented

by the returned questionnaires were noted. Letters were then mailed to the State Director of Vocational Education in each of these States asking for the names and addresses of several senior administrators in each of the following three types of schools: Comprehensive High Schools, Vocational High Schools, and Junior (or Community) Colleges. In this manner, a large listing for each type of school was obtained. It was intended that comparisons be made between types of schools within the represented states. Unfortunately this was not possible because of a lack of response from each type of school in those states.

The same questionnaires and letters of instruction were mailed to senior administrators representing each type of school and representing each State from which a return from a Technical Institute had been obtained. The number of questionnaires returned by each type of school exceeded the number of returns from the Technical Institutes so no follow-up letter was mailed. As was mentioned, it was desirable to obtain at least an equal number of completed questionnaires from all four types of schools. The limiting factor was the twenty seven questionnaires returned by the Technical schools, and no

attempt was made to obtain more than this from the other three types of schools.

Some of the questionnaires were returned without usable information. In one instance, a questionnaire returned by a Technical school was accompanied by a letter explaining that since their program was an Engineering Technology program, the questionnaire concerning vocational education characteristics was inappropriate. If more care had been taken in constructing the instrument so that it did not specify vocational education, a greater response may have been obtained from the Technical schools. No doubt many of the non-respondents had much the same attitude and consequently did not return the form.

Some respondents ranked more than one characteristic in each category at 10, indicating that they did not feel these particular characteristics of any consequence. Some other forms had ranked only to the fifth rank. Those left unranked on these and other forms, were assigned the rank of 10 when scoring since it was felt that these also were considered of little or no importance. All of the other characteristics were handled with the rank assigned by the respondents designating the weight each characteristic possessed.

Chapter IV

Results and Discussion

In order to get an overall impression of the relative values placed on the different characteristics by those responding to the questionnaire, the assigned ranks were tabulated. The means of the rankings for each of the characteristics within each group were calculated for each type of school and the distributions of these rank means are presented in Tables I, II, and III.

Table I shows that the Technical Institutes rank technical knowledge as being the most desirable attribute of the department head, while the other three schools list vocational education background as most important. This perhaps illustrates the divergence of perceived purpose on the part of the senior administrators that responded to this group of characteristics. None of the schools place much emphasis on published materials. On the basis of this low ranking one might say that aspiring department heads need not concern themselves greatly with the "publish or perish" doctrine that has been popularized. This is consistent with the low rank accorded facility in research methods, which may

TABLE I
Group "A" Characteristics

Distribution of rank means by type of school.

Characteristics	Comprehensive High School	Junior Colleges	Vocational High School	Technical Institue
General education background.	3.256	3.860	2.828	3.667
Vocational education background.	2.641	2.744	1.862	3.481
Facility in research methods.	7,308	7.791	7.103	7.333
Technical knowledge.	4.795	3.256	3.517	2.296
Student centered approach to education.	4.410	4.326	4,034	4.519
Eligibility for vocational certification.	3.692	4.814	3.690	6.667
Understanding of the basic principles of learning.	4.154	3.698	3.724	3.519
Published books, articles, or other materials.	8.949	8.884	8.448	7.704
Student teaching record.	6.897	7.116	6.345	6.407
Advanced academic degrees.	7.359	6.279	6.448	6.037

be assumed to be a prerequisite to publishing.

The relatively high rank assigned to general education background tends to reinforce the importance of a scund educational background regardless of the type of school in which a department head seeks employment.

That advanced academic degrees ranked relatively low is a matter for some speculation. One may theorize that greater importance is placed on the potentials of the person, assuming that through his own industriousness he will aspire to higher education. One may also theorize that advanced degrees are a requirement for job application and other characteristics receive primary consideration. In surveying a listing of job openings, there are very few that do not specify an advanced degree, therefore the latter approach seems most logical.

In Table II, responses from all four types of schools place administrative experience and experience in organizing himself and others in the high ranking positions. As well as showing that these are considered quite important, this could illustrate that the respondents have interpreted the meaning of the two phrases as being synonymous.

TABLE II
Group "B" Characteristics

Distribution of rank means by type of school.

Characteristics	Comprehensive High School	Junior Colleges	Vocational High School	Technical Institute
Trade experience.	5.487	4.558	3.310	5.296
Guidance and counseling background.	6.641	6.419	6.172	5.853
Experience teaching programs eligible for reimbursement.	6.795	6.791	6.931	7.259
Administrative or supervisory experience.	3.872	2.814	3.586	2.680
Experience planning curricula and scheduling students.	4.897	3.860	3.690	3.111
Experience demonstrating the skills of a trade.	6.026	5.930	4.897	5.556
Experience in public relations work.	5.385	6.093	5.069	6.519
Experience in managing the financial aspects of a program.	5.718	6.488	6.690	6.259
Experience in organizing himself and others.	3.436	3.628	2.793	3.000
Teacher employment record.	5.692	6.186	4.759	5.667

The fact that experience teaching programs eligible for reimbursement was ranked lowest by all four types of schools does not lend support to the previously made assumption that department heads have acsended to that position from lower positions. Neither is this consistent with the ranking of vocational education background as shown in Table I. One might speculate that the respondents attach little importance to a teaching background for those that are to occupy administrative positions, perhaps assuming that they come "ready made" from training institutions.

The groups "C" characteristics, as shown in Table III, illustrates that the respondents from all of the schools except Vocational High Schools, attach primary importance to personality. The Vocational School respondents, as might be expected, are concerned with the prospects apparent interest in advancing Vocational Education, but they have placed personality in the number two position.

Age, under 50 is of least concern to those representatives of all four schools, which should be gratifying to persons seeking administrative positions and who are becoming more advanced in years.

TABLE III
Group "C" Characteristics

Distribution of rank means by type of school.

Characteristics	Comprehensive High School	Junior Colleges	Vocational High School	Technical Institute
Physical appearance	5.923	5.163	4.069	6.148
Personality.	2.769	2.558	2.448	2.593
Facility with the English language.	4.949	4.651	4.276	3.926
Age, under 50.	8.667	8.302	7.276	8.148
Good health.	5.103	5.140	4.345	5.222
Membership in associations.	8.077	7.326	6.552	7.296
Marital stability.	7.231	6.860	6.345	7.222
Apparent interest in advancing Vocational Education.	2.846	2.860	1.931	3.000
Recommendations of others.	4.308	5.116	4.172	4.667
Expressed interest in the job.	4.103	4.814	3.690	3.296

Membership in associations is ranked extremely low by all. Considering the supposed benefits to be derived from membership in professional associations, it may be possible that the respondents consider this to be part of the professional preparation that is needed, and therefore did not consider it as a separate characteristic.

The values of "t" resulting from the tests of differences between means of the three groups of characteristics are shown in Tables IV, V, and VI.

One striking comparison is that between the Comprehensive High Schools and the Junior Colleges. They differ significantly in only one respect, and that is in their ranking of technical knowledge. The Junior Colleges have ranked this characteristic somewhat higher than did the Comprehensive High School, presumably because of the higher level of instruction that they are responsible for. On the basis of this being the only difference of opinion between these two types of schools, one might say that the respondents representing them seem to think more nearly alike with respect to the listed characteristics, than representatives from the other schools. On the other hand, the respondents from the Comprehensive High Schools differ

TABLE IV

Results of "t" tests of differences between means of the Group "A" characteristics.

Characteristics	Comp. H.S. vs Jr. Coll.	Voc. H.S. vs Tech. Inst.	Comp. H.S. vs Voc. H.S.	Jr. Coll. vs Tech. Inst.	Jr. Coll. vs Voc. H.S.	Comp. H.S. vs Tech. Inst.
General education background.	1.510	1.926	1.121	0.430	2.650*	0.922
Vocational education background.	0.264	3.142**	2.274*	1.344	2.255*	1.632
Facility in research methods.	1.022	0.324	0.326	0.789	1.159	0.042
Technical knowledge.	3.937**	2.420*	2.638*	2.309*	0.596	5.389**
Student centered approach to education.	0.182	0.845	0.731	0.364	0.588	0.198
Eligibility for vocational certification.	1.754	3.570**	0.004	2.265*	1.659	3.704**
Understanding of the basic principles of learning.	1.005	0.395	0.816	0.401	0.052	1.366
Published books, articles, or other materials.	0.153	1.015	0.810	2.032*	0.676	2.260*
Student teaching record.	0.409	0.085	0.771	1.258	1.117	0.823
Advanced academic degrees.	1.970	0.540	1.398	0.359	0.254	2.005

* Significant at the .05 level.
** Significant at the .01 level.
Values of "t" should approximate 2.05 for significance at the .05 level and 2.75 for significance at the .01 level.

TABLE V

Results of "t" tests of differences between means of the Group "B" characteristics.

Characteristics	Comp. H.S. vs Jr. Coll.	Voc. H.S. vs Tech. Inst.	Comp. H.S. vs Voc. H.S.	Jr. Coll. vs Tech. Inst.	Jr. Coll. vs Voc. H.S.	Comp. H.S. vs Tech. Inst.
Trade experience.	1.488	2.757**	3.387**	1.048	1.983	0.266
Guidance and counseling background.	0.397	0.451	0.742	0.875	0.370	1.288
Experience teaching programs eligible for reimbursement.	0.006	0.368	0.172	0.597	0.181	0.578
Administrative or supervisory experience.	1.855	1.464	0.391	0.394	1.216	2.103*
Exp. planning curricula and scheduling students.	1.818	1.086	2.068*	1.447	0.329	3.068**
Experience demonstrating the skills of a trade.	0.145	0.796	1.442	0.582	1.374	0.634
Experience in public realtions work.	1.256	1.858	0.455	0.637	1.451	1.732
Exp. managing the financial aspects of a program.	1.418	0.595	1.445	0.378	0.301	0.889
Experience organizing himself and others.	0.340	0.405	1.152	1.214	1.606	0.784
Teacher employment record.	0.793	1.120	1.328	0.700	2.008	0.035

*Significant at the .05 level.
**Significant at the .01 level.
Values of "t" should approximate 2.05 for significance at the .05 level and 2.75 for significance at the .01 level.

TABLE VI

Results of "t" tests of differences between means of the Group "C" characteristics.

Characteristics	Comp. H.S. vs Jr. Coll.	Voc. H.S. vs Tech. Inst.	Comp. H.S. vs Voc. H.S.	Jr. Coll. vs Tech. Inst.	Jr. Coll. vs Voc. H.S.	Comp. H.S. vs Tech. Inst.
Physical appearance.	1.335	3.210**	2.883**	1.714	1.728	0.384
Personality.	0.589	0.346	0.829	0.088	0.290	0.443
Facility with the English language.	0.638	0.608	1.169	1.555	0.633	2.304*
Age, under 50.	0.679	1.034	1.917	0.224	1.377	0.778
Good health.	0.080	1.435	1.368	0.156	1.339	0.246
Membership in associations.	1.628	1.010	2.309*	0.052	1.130	1.457
Marital stability.	0.741	1.118	1.297	0.573	0.728	0.014
Apparent interest in advancing Vocational Educ.	0.031	1.945	1.941	0.257	2.066*	0.274
Recommendations of others.	1.325	0.620	0.193	0.626	1.323	0.504
Expressed interest in the job.	1.171	0.603	0.645	2.443*	1.685	1.363

* Significant at the .05 level.
** Significant at the .01 level.
Values of "t" should approximate 2.05 for significance at the .05 level and 2.75 for significance at the .01 level.

significantly with the representatives of the Vocational High Schools and the Technical Institutes in their ranking of several characteristics.

The respondents did not differ greatly in their ranking of facility in research methods, guidance and counseling background, or, age, under 50. All of these were ranked quite low.

Understanding of the basic principles of learning was the only characteristic that was ranked fairly high by all of the senior administrators with a fair amount of agreement. It might be thought on the basis of the "t" tests that there is more agreement between the representatives of the four types of schools as to what is relatively unimportant than there is about the important characteristics. Rather than illustrating any "likeness" between the senior administrators of the schools, this could be interpreted as poor selection of characteristics which were included in the listing.

In interpreting any of the Tables, it is important to remember that these rankings are not completely independent of one another. When one characteristic is placed in a rank position, this automatically forces all of the other characteristics in that group into one of the alternative ranks.

Within the limited scope of this study, the opinions of the senior administrators as to which of the listed characteristics are most desirable in a department head have been shown. It is well to keep in mind that the senior administrators that responded to the questionnaire were forced to make their selection from the list of characteristics supplied to them. Had they been allowed free choice, the responses might have been quite different.

Another important note should be made as to the method by which contacts were made. At best this could be termed incidental, as there was no attempt made to assure the representativeness of the contacts. If random selection had been made, the generalizability of the findings would have been enhanced considerably, but, since the rankings are really judgement values expressed by the respondents no legitimate generalizations could be made.

One might assume that the senior administrators representing one type of school would be fairly consistent in ranking the various characteristics. This is not borne out by statistics however, since the standard deviations calculated for each of the rankings indicates some variation. By calculating the mean, the rankings are

forced into a consensus and the importance perceived by each group of senior administrators is seen.

The number of significant "t" values indicates that there is considerable difference of opinion between the administrators of the four types of schools and so it can be concluded that the data shows little existing pattern between adminstrative groups. This may reflect differences in the purpose of the schools as much as differences of opinion. At the same time, it points out that there is no significant difference in many of the pair-wise comparisons.

Chapter V

Recommendations

If recommendations were to be made to training institutions on the basis of the results of this study, they could be misleading. It appears that different characteristics possess varying degrees of value depending on the type of school that is evaluating their worth. Changes in training programs would then involve emphasizing development of different characteristics for successful employment in each type of school. Intuition must force one to conclude that the training programs as they have existed, are not all bad since many proficient administrators are finding jobs in all four types of schools without "special" instruction. This is not to say that changes could not be made to improve the training provided, but, it is doubtful if this study has uncovered any one characteristic as being more important than any other. For this reason, the recommendations that follow will pertain to continued study in this area, that may provide evidence needed to support changes.

The selection of the listed characteristics should be made with care. Even though most of those that were used in this study obviously were found desirable in

varying degrees by nearly all of the respondents, this does not indicate that within the listings there is *the* most desirable characteristic. It would seem that a preliminary survey would be needed to determine what characteristics would be considerd necessary for success as a department head. This would assure inclusion of those characteristics that are relevant. Ranking to determine relative importance could be accomplished after this step is concluded.

Another possiblility would be to mail an open questionnaire to senior administrators. This would permit them to list the characteristics that they consider important without the restrictions of having to choose from a previously preparcd list. There could be no safeguard against a wide variety of responses, however, the persons contacted could exercise their imagination and describe their conception of an ideal department head. The value in this would be the formation of a nucleus of characteristics for a comprehensive ranking operation.

Great care should be exercised in the selection of those persons that are to supply the list of characteristics or rank them. These persons must be representative of the types of schools included in the study. One

effective method of assuring representativeness would be to use a proportional stratified sampling technique. This would decrease the variability and at the same time it would increase the generalizability of the results.

An analysis of variance method of analyzing the data would provide information about sources of variance that is not shown in the "t" test technique. It is possible that the information thus gained may be as useful as that concerning characteristics.

It is strongly recommended that further research and study be carried out in this identification process. The demand for qualified vocational-technical administrators becomes greater, yet the information regarding administrative qualities has not grown appreciably. If training institutions are to provide the needed administrators, the training programs should be based upon knowledge of the characteristics desired by those who would employ these administrators.

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APPENDIX

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

DEPARTMENT OF VOCATIONAL EDUCATION

With the increasing demand for administrators of various types of vocational programs, the preparation of these administrators becomes a more important aspect of education.

In order to ascertain the characteristics that employers feel are most important in a Department Head, we have prepared the brief questionnaire enclosed.

In view of time limitations, we would appreciate it if you, or the member of your staff responsible for personnel selection, would complete the form and return it as soon as possible.

Sincerely yours,

G. Dale Gutcher
Research Assistant

enc.

INSTRUCTIONS:

Below, are three groupings of ten characteristics each. We would like to know which of those listed you think most important when you are considering an applicant for the position of a vocational Department Head. Please rank each group separately, in the order of their importance to you, assigning number one (1) to the most important characteristic, number two(2) to the next most important, and so on to number ten (10) for the least important.

GROUP "A"

_____ General education background.
_____ Vocational education background.
_____ Facility in research methods.
_____ Technical knowledge.
_____ Student centered approach to education.
_____ Eligibility for vocational certification.
_____ Understanding of the basic principles of learning.
_____ Published books, articles, or other materials.
_____ Student teaching record.
_____ Advanced academic degrees.

GROUP "B"

_____ Trade experience.
_____ Guidance and counseling background.
_____ Experience teaching programs eligible for reimbursement.
_____ Administrative or supervisory experience.
_____ Experience planning curricula and scheduling students.
_____ Experience demonstrating the skills of a trade.
_____ Experience in public relations work.
_____ Experience in managing the financial aspects of a program.
_____ Experience in organizing himself and others.
_____ Teacher employment record.

GROUP "C"

_____ Physical appearance.
_____ Personality.
_____ Facility with the English language.
_____ Age, under 50.
_____ Good health.
_____ Membership in associations.
_____ Marital stability.
_____ Apparent interest in advancing Vocational Education.
_____ Recommendations of others.
_____ Expressed interest in the job.

Considering <u>all</u> thirty characteristics, please list the three that you feel most important, and the three that are least important.

MOST IMPORTANT:

_____
_____
_____

LEAST IMPORTANT:

_____
_____
_____

Thank you very much for your time and cooperation.

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

DEPARTMENT OF VOCATIONAL EDUCATION

November 9, 1967

Dear

Some time ago, we mailed you the enclosed form with the request that you rank the listed characteristics. We have not as yet received a returned form from you, so we are making the same request once again.

Since we are contacting only those schools that have curricula accredited by the ECPD, it is quite important that we obtain as many opinions as is possible.

Our tentative deadline is November 20, so if you have the time, please fill out the form and return it promptly.

Thank you once again.

Sincerely yours,

G. Dale Gutcher
Research Assistant

enc.